

MUSIC STANDARDS

Experiencing, exploring and creating are the strategies implemented for achieving competency of music standards. The Orff-Schulwerk process provides an environment for active and inter-active learning, but does not stop at that premise. Assessment of what the child knows and understands about music is paramount. Teaching without assessment fulfills the world view of many arts experiences – “the children have a great time, but they haven’t learned anything!” The challenge to teachers is to get beyond that experiential learning ONLY and move ahead to achieving competency and consistency in our music classrooms.

Rhythm – beat competency

- Steady beat – playing, internalization of pulse
- Rhythmic memory
- Replication of patterns
- Reading notation of rhythmic figures
- Playing from notation
- Interpreting rhythms of speech patterns
- Creating rhythmic phrases
- Improvising with rhythmic patterns
- Tempo – accuracy
- Meter competency, 4/4, ¾, 6/8

Melody – in- tune singing

- Accurate echoing of melodic motives (solfege)
- Phrase building
- Tonal memory
- Reading, playing, improvising (question-answer)
- Recognition of ascending and descending passages
- Internalization of pitch, relative and absolute

Harmony

- Layers of sound – percussion, vocal, speech, instrumental, movement
- Canon
- Barred instruments – ensemble effect

Additional Music Competencies

- Idea of form in music, analysis and creation
- Notational reading skills
- Aural acuity
- Identifying and interpreting musical symbols
- Mixed meters
- Transitions
- Vocal technique
- Instrumental technique
- Timbers of sound
- Transference of learning, conceptualizing
- Cultural extensions

“As important as the curriculum is, successful educational experiences in the arts center on the teacher, not on the curriculum. The teacher is important in all school subjects, but there are essential differences in teacher qualifications in the arts....The essential element in a strong music program is an enthusiastic, able teacher.” Richard Colwell, Music Educator, 1995